European Alliance for Apprenticeships (EAfA)
3rd Regional Seminar for Candidate Countries

Tirana, Albania, 24-25 September 2018
Stefan Thomas, ETF
School-based learning

School-based and optional work-based learning

School- and work-based learning
Intern-/traineeship

School- and work-based learning
Apprenticeship-style

School/Center- and work-based learning
Apprenticeship system
Critical success factors

- Place of work-based learning in the VET system
- Governance structures (roles and responsibilities of key players)
- Training content and learning outcomes
- **Cooperation among learning venues**
- Participation of and support to companies
- Requirements and support to teachers and in-company trainers
- Financing and cost-sharing mechanisms
- Quality assurance
- Working and learning conditions of learners
- Responsiveness to the labour market

Source: Cedefop
The challenge

Public commitment to VET

- High
- Low

Statist system
Collective system

Liberal system
Employer-dominated system

Involvement of companies in VET

Source: Busemeyer
Statist systems

- VET is integrated into the secondary school system
  - In our Partner Countries usually 3-year and 4-year programmes
- Students can easily proceed to Higher Education
- Employer involvement is (very) low
Collective systems

- Employers’ organisations, trade unions and work councils play a crucial role
- Employers have a strong influence on qualifications and assessment standards
- Employers provide training
- Employers are involved in learners’ assessments
- Employers are involved in the evaluation of results
Some questions...

- Who controls?
- Who provides?
- Who pays?
- Relationship between VET and general education
Critical success factors

- Place of work-based learning in the VET system
- Governance structures (roles and responsibilities of key players)
- Training content and learning outcomes
- Cooperation among learning venues
- Participation of and support to companies
- Requirements and support to teachers and in-company trainers
- Financing and cost-sharing mechanisms
- Quality assurance
- Working and learning conditions of learners
- Responsiveness to the labour market

Source: Cedefop
Back up: work-based learning
Work-based learning is...

- **Learning by doing real work**
  - through production of real goods and services
  - whether work is paid or unpaid
  - may or may not be combined with school-based learning (classroom or workshop)
  - But it usually is

- **Borderline cases:**
  - WBL simulation
  - Job shadowing

Classroom-based learning that takes place in an enterprise is **not** work-based learning!
Types of work-based learning (I)

Learner is an employee

- Informal Apprenticeship
- Formal Apprenticeship (dual education/training)
- On-the-job Learning
Types of work-based learning (II)

Learner is a student

- Alternance/Co-operative education
- Internship (Traineeship, Placement)
### Why does it matter?

<table>
<thead>
<tr>
<th>Good for Learners</th>
<th>Good for Employers</th>
<th>Good for Society</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Improved employability</td>
<td>▪ Higher productivity</td>
<td>▪ More relevant skills</td>
</tr>
<tr>
<td>▪ Faster school-to-work transition</td>
<td>▪ Technical and job-specific skills</td>
<td>▪ Economic development</td>
</tr>
<tr>
<td>▪ Personal and professional development</td>
<td>▪ Efficient recruitment</td>
<td>▪ Employment of less advantaged groups</td>
</tr>
<tr>
<td>▪ Better access to jobs</td>
<td>▪ Social engagement</td>
<td>▪ Strong links between VET and business</td>
</tr>
</tbody>
</table>